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ABSTRACT

The prekindergarten (pre-K) program is an important part of the systemic effort by the Austin Independent School District, Texas (AISD) to help every student meet the state's student performance standards. In 2000-2001, 41 of the district's schools offering pre-K (79% of all elementary schools) had full-day programs and 17 had half-day programs. A total of 3,441 4-year-olds attended pre-K during 2000-2001. Program effectiveness was determined by gains from pretest to posttest on the English language Peabody Picture Vocabulary Test-III and the Spanish language Test de Vocabulario en Imagenes Peabody, tests that measure knowledge of receptive vocabulary in English or Spanish respectively. Both English-only and Spanish limited-English-speaking students began the school year with lower pretest scores on the Picture Vocabulary Test than in previous years. Seventy-six percent (n=1,553) of all students scored in the average range, or above, at the posttest when tested in their native language. Many changes occurred in length of day and length of year in the AISD in 2000-2001, and consequences of these changes are summarized. In 2001-2002, the same vocabulary tests will be administered to pre-K students to measure growth in receptive vocabulary. The report includes recommendations for the evaluation of the pre-K programs in the 2001-2002 school year. Appendixes list the pre-K programs, summarize vocabulary test scores, and contain teacher responses from the evaluation of the "Prekindergarten Curriculum Guidelines" training. (Contains 15 figures and 11 references.) (SLD)

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Prekindergarten Evaluation, 2000-01

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Austin Independent School District
Office of Program Evaluation

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Prekindergarten Evaluation, 2000-01
Austin Independent School District

EXECUTIVE SUMMARY

A major educational policy shift in recent years has been the establishment of state-funded pre-K programs in a number of states (Gallagher, 2001). This move seems to be driven, in part, by the increasing numbers of students who are failing in the early grades and by evidence of the importance of early childhood learning experiences to later academic and social development.

The State of Texas has increased support of this early learning by funding the Prekindergarten Expansion Grant program and staff development on the newly published *Prekindergarten Curriculum Guidelines* from the Texas Education Agency (TEA). The AISD prekindergarten (pre-K) program is an important part of the systemic effort to help every student meet the state's student performance standards.

In 2000-01, AISD offered pre-K instruction to eligible students through both half-day and full-day programs. The decision to offer a half-day or full-day program is made by staff at each campus based on funds available (to fund the additional half day of instruction) and the needs of the attendance area students. With the district's acceptance by the *Prekindergarten Expansion Grant* program in 2000-01, an additional 11 elementary schools expanded their programs from half-day to full-day programs in January 2001, making a total of 41 full-day programs in AISD. Of the 58 (79% of all) AISD elementary schools that offer pre-K instruction, 41 (71%) have full-day and 17 (29%) have half-day programs.

A total of 3,441 four year olds (2,648 full-day and 793 half-day students) attended pre-K during 2000-01. This total represents a decline of 130 students from the 1999-2000 enrollment. A diverse group of students attended pre-K in 2000-01. According to AISD student files, demographics for this pre-K class include the following:

- Gender was balanced with 49.2% female and 50.8% male students.
- Eighty-one percent of students (n=2,783) were from low-income families.
- Forty-two percent of students (n=1,445) were limited English proficient (LEP).
- Thirty-eight percent of students (n=1,308) qualified by both low income and LEP criteria.
- Homeless students (n=52) made up 1.5% of the pre-K group.
- Hispanics made up the largest ethnic group (71%), followed by African American (18%), Anglo/Other (8%), and Asian (3%) students.

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The State of Texas Foundation School Program provides the funding for half-day pre-K. The district must pay for the additional half day of instruction for full-day pre-K classes. AISD received the *Prekindergarten Expansion Grant, Cycle 4* of $4,124,131 in 2000-01 to fund the full-day pre-K program in AISD. The grant funds were used for pre-K teacher salaries (69%), supplies (17%), and reading materials (14%) for the full-day programs.

In addition to the *Prekindergarten Expansion Grant* funds, AISD received two other pre-K grants from the State of Texas. The Cycle 2 Facilities Improvement Grant provided $848,839 for purchasing reading materials and supplies for pre-K programs. The Cycle 2 Planning Grant for $166,012 was used for purchasing training materials and for hiring substitutes for teachers who attended the training.

Title I funds also supported the pre-K program during 2000-01. Approximately $100,000 of Title I funds provided partial funding of salaries for the pre-K support staff (early childhood language arts staff and evaluation staff). In summary, state and federal grant funds supported the AISD pre-K program with over $5 million in 2000-01.

AISD pre-K teachers were offered training on the *Prekindergarten Curriculum Guidelines* throughout the 2000-01 school year. Four different training sessions were offered with multiple times for each session. The training focused on the academic areas of the guidelines: language arts, mathematics, social studies, and science. A total of 819 teachers (duplicated count) attended the language arts, mathematics, social studies, and science training sessions. Ninety-four percent (n=134) of the pre-K teachers who responded to the evaluation of the training agreed or strongly agreed that the training had a positive impact on their classrooms.

Program effectiveness for pre-K was determined by gains from pretest to posttest on the English language *Peabody Picture Vocabulary Test-III* (PPVT-III) and the Spanish language *Test de Vocabulario en Imágenes Peabody* (TVIP). The PPVT-III and TVIP measure knowledge of receptive vocabulary in English or in Spanish, respectively. Standard test scores are based on national age norms, with a mean of 100 and a standard deviation of 15 for both tests. *T tests* were performed on average gains for the PPVT-III and TVIP to determine if differences found were statistically significant. The average gains from pretest to posttest on the PPVT-III and the TVIP by language and length of day include the following:

- The average gains for the English language PPVT-III were 8.5 standard score points for all students (n=2,039); 8.1 points for English-only students (n=1,181); and 9.3 points for LEP students (n=858).
- The average gain for all LEP students (n=858) who took the Spanish language TVIP was 7.6 standard score points.

- The average gain for full-day Spanish LEP students (7.8 standard score points) was significantly higher than the gain for half-day Spanish LEP students (7.0 points).
- The average TVIP gain for students at Title I schools (8.1 standard score points) was significantly higher than for non-Title I schools (3.4 points). Forty-six of the 58 schools with pre-K programs were Title I schools.

It is interesting to note that both English-only students and Spanish LEP students began this year with lower average pretest scores on the PPVT-III than in previous years. If students starting school in the pre-K program are entering school with lower English language skills, there is even a greater need to accelerate learning for these four year olds.

The 2000-01 PPVT-III and TVIP posttest scores were analyzed to determine how many pre-K students were in the average range (85-115 standard score points, which is one standard deviation above and below the mean) or above at the end of pre-K. Seventy-six percent (n=1,553) of all students scored in the average range or above at the posttest when tested in their native language (84% of English-only students taking the PPVT-III and 66% of Spanish LEP students taking the TVIP).

Many changes in length of day and length of year occurred in the AISD pre-K program this year.

- The change from year-round to regular-calendar day for Barrington, Winn, and Wooldridge showed no negative effects from 1999-2000 to 2000-01. In fact, average gains increased on the PPVT-III at Barrington and Wooldridge, and average gains on the TVIP increased at Barrington and Winn. Although average gains were different this year from last year, the 2000-01 average posttest scores were similar to those in 1999-2000.
- Cunningham, Maplewood, Summitt, and Zilker, schools that changed from half-day to full-day programs in January 2001, showed improvement in average gains from 1999-2000 to 2000-01 on the PPVT-III and had average gains on the TVIP similar to 1999-2000.
- One school, Blanton, changed from a full-day to half-day pre-K program for all of the 2000-01 school year. Average gains and average posttest scores declined from 1999-2000 to 2000-01 on both the PPVT-III and the TVIP. It is possible that the shorter instruction day negatively impacted improvement.

In 2001-02, the PPVT-III and TVIP will continue to be administered to pre-K students to measure growth in receptive vocabulary. In addition, the early childhood coordinator and the mathematics specialists are working to develop a mathematics assessment to use with pre-K students to measure growth in mathematics development. The addition of mathematics as a focus at pre-K is important to meet the state's student achievement standards for all students. The program evaluation for the 2001-02 AISD *Cycle 5 Prekindergarten Expansion Grant*, includes the following:

1. Continue to collaborate with the AISD early childhood education curriculum staff to evaluate the effectiveness of pre-K initiatives funded by federal and state grants.
2. Continue to monitor gains on the PPVT-III and TVIP for full-day and half-day programs.
3. Follow-up on Blanton's achievement on the PPVT-III and TVIP in 2001-02 to see if the school is able to overcome the decline in average gains.
4. Monitor average PPVT-III and TVIP pretest scores in 2000-01 to determine if there is a trend of lower beginning averages for pre-K students.
5. Review the Prekindergarten Report to Parents for Focus School pre-K students to assess growth in academic performance and personal development in 2001-02.
6. Review benchmark results of pre- and posttest mathematics assessment to measure growth in mathematics development of pre-K students in AISD.
7. Investigate the effects of professional development on student learning in full-day pre-K programs for the *Prekindergarten Expansion Grant* from the state.
8. Monitor 2002 TAAS grade 3 scores for a group of students who attended pre-K and a control group of students who did not attend pre-K to look at the relative benefit of the AISD pre-K program.

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AUSTIN ISD PREKINDERGARTEN PROGRAM, 2000-01

The purpose of this evaluation report on the Austin Independent School District (AISD) prekindergarten (pre-K) program is to inform decision-makers at the local and state levels about the academic progress of pre-K students. While acquisition of language skills is the main focus of this evaluation, other areas addressed are the Prekindergarten Report to Parents and professional development for pre-K teachers. The decision-makers to whom this evaluation report is directed include the following:

- The AISD Board of Trustees is informed of the progress of pre-K students in the district.
- The program managers from the Division of Curriculum and School Improvement can use the information in this report to make decisions about the pre-K program.
- Teachers of AISD pre-K students receive information about their students that may be used to impact classroom instruction.
- The Texas Education Agency (TEA) evaluates the effectiveness of the pre-K programs that participate in the *Prekindergarten Expansion Grant* program.

It is hoped that the information contained in this report will be helpful to teachers and local and state decision-makers.

Introduction

A major educational policy shift in recent years has been the establishment of state-funded pre-K programs in a number of states (Gallagher, 2001). This move seems to be driven, in part, by the increasing numbers of students who are failing in the early grades and by evidence of the importance of early childhood learning experiences to later academic and social development.

According to a study published in *Early Childhood Research Quarterly* (vol. 15, no. 4), the investment in preschool education made by some states is paying off in terms of school readiness and success in the early grades (cited in Harvard Education Letter, May/June 2001). In an analysis of evaluations from 12 states including Texas, Walter Gilliam and Edward F. Ziegler of the Yale Child Study Center found that students who attended preschools funded by the states did better in kindergarten and first grade than students in comparison groups. In addition, the study showed that the students in the preschool group were less likely to be held back a grade. While results of longer term gains did not demonstrate significant benefits beyond first grade, the researchers point out that the goal of school readiness, which is central to the goal of preschools, is being met by the state-funded programs (Gilliam, 2001).

According to Thomas and Bainbridge (2001), "Early intervention stimulates cognitive development, improves sensory literacy, and increases motivation to learn. It provides the best chance for all children to be ready to learn when they begin kindergarten. It is costly to initiate, but extremely cost effective in the long run."

Who can attend public prekindergarten in Texas?

The State of Texas requires school districts to offer a pre-K program if the district identifies 15 or more eligible limited English proficient (LEP), economically disadvantaged, or homeless students (Texas Education Code, Section 29.153a) who are at least four years of age. Economically disadvantaged pre-K students (referred to in this report as low-income students) are defined by the Texas Education Agency (TEA) as students eligible to participate in the national free or reduced-price lunch program. Funding is provided for half-day pre-K through the State of Texas Foundation School Program. Additional funding for full-day programs is available through the Prekindergarten Expansion Grant.

What is the Prekindergarten Expansion Grant?

Important changes for early childhood education occurred as a result of Senate Bill 4 (Section 29.155) passed by the 76th Texas Legislature in 1999. The bill directed $100 million per year in funding to support the *Kindergarten and Prekindergarten Expansion Grant* program. The expansion grants were initially available for the 1999-2000 and 2000-01 school years. The 77th Texas Legislature reauthorized the grants for 2001-02 and 2002-03. The grant program is designed to allow school districts and open-enrollment charter schools to apply to TEA for grants to: (1) expand existing half-day pre-K or kindergarten programs to a full day, and (2) establish new pre-K programs at campuses that previously did not operate such a program.

The intent of the statute is to: (a) provide additional time on task for students currently participating in half-day pre-K or kindergarten programs by extending instruction to a full day, and (b) serve eligible students not currently participating in pre-K by adding additional classes for either a half-day or full-day program. Grant funds may be used to employ teachers and other personnel for expanded pre-K programs and to acquire curriculum materials or equipment, including computers, for the program. The Austin Independent School District (AISD) applied and was accepted for the first two years of funding. The grant for 2000-01 represents the second year of the grant funding for AISD.

What is the focus of instruction in pre-K?

In 1999, the Texas Education Agency published the *Prekindergarten Curriculum Guidelines* to align pre-K programs with the TEKS (Texas Essential Knowledge and Skills). The guidelines are based on the knowledge of theory and research about how children develop and learn. The focus areas of instruction include: language and early literacy; mathematics; science; social studies; fine arts; health and safety; personal and social development; physical development; and technology applications. The State of Texas supported professional development on the curriculum guidelines for pre-K teachers during 2000-01 by providing funds to pay substitutes for teachers who attended training.

Program Description

How is pre-K instruction provided to AISD students?

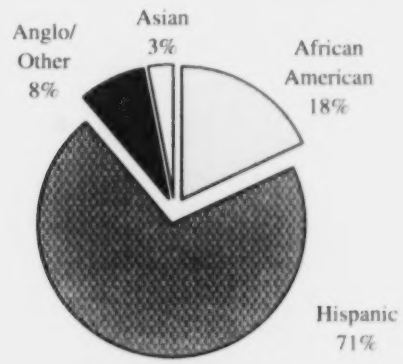
In 2000-01, AISD offered pre-K instruction to eligible students through both half-day and full-day programs. The decision to offer a half-day or full-day program is made by each campus based on funds available (to fund the additional half day of instruction) and the needs of the attendance area students. With the award of the *Prekindergarten Expansion Grant* in 2000-01, an additional 11 elementary schools expanded their programs from half-day to full-day programs in January 2001, making a total of 41 full-day programs in AISD. Of the 58 (79% of all) AISD elementary schools that offer pre-K instruction, 41 (71%) have full-day and 17 (29%) have half-day programs. See Appendix A for a complete list of schools with pre-K programs.

How many students and schools participated in pre-K in 2000-01?

A total of 3,441 four year olds (2,648 full-day and 793 half-day students) attended pre-K during 2000-01. This total represents a decline of 130 students from the 1999-2000 enrollment. Students attending pre-K in 2000-01 represented a diverse population. According to AISD student files, demographics for this pre-K class include the following:

- Gender was balanced with 49% female and 51% male students.
- Eighty-one percent of students (n=2,783) were from low-income families.
- Forty-two percent of students (n=1,445) were limited English proficient (LEP).
- Thirty-eight percent of students (n=1,308) qualified by both low income and LEP criteria.
- Homeless students (n=52) made up 1.5% of the pre-K group.
- As shown in Figure 1, Hispanics made up the largest ethnic group (n=2,445), followed by African American (n=619), Anglo/Other (n=208), and Asian (n=109) students. These percentages represent an increase from 1999-2000 to 2000-01 in Hispanic students and a decrease in all other ethnic groups.

Figure 1: Ethnicity of AISD Pre-K Students, 2000-01



Source: AISD Student Master File

The number of pre-K students served at each of the 58 campuses varied widely in 2000-01, ranging from 7 students at Casis to 137 students at Harris. The average number of students per pre-K class in 2000-01 was 19.3, down slightly from 19.9 in 1999-2000. (There is neither a state-approved teacher-child ratio nor a maximum class size for pre-K.)

Teachers of half-day programs teach two groups of students, one group in the morning and another group in the afternoon, allowing them to serve more children (for a shorter time each day). In the full-day programs, pre-K students remain with the same teacher during the regular school day. The number of full-day classes increased in 2000-01 as a result of the district participating in the Prekindergarten Expansion Grant program. Table 1 summarizes various comparison data for 1995-96 through 2000-01. (Note: These data include all students served at any point in a given year.)

Table 1: AISD Pre-K Program Information, 1995-96 through 2000-01

Category	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01
Half-Day Classes	56	68	70	72	74	**60
Full-Day Classes	138	152	153	147	142	148
Teachers	164	186	188	183	179	178
Low-Income Students*	3,267	3,437	3,364	3,310	2,890	2,762
LEP Students*	1,140	1,181	1,236	1,392	1,336	1,442
Half-Day Students	901	942	967	1,021	1,048	793
Full-Day Students	2,498	2,652	2,596	2,532	2,523	2,648
Total Students	3,399	3,594	3,563	3,553	3,571	3,441

* Students can be both low income and LEP.

** Represents 30 teachers each with two half-day classes.

Source: Office of Program Evaluation PPVT and TVIP files

Because participation is not required by the State of Texas, student attendance is sometimes a challenge for the schools. Traditionally, the attendance rate for half-day students has been lower that for full-day students. For example, in 2000-01, on average, full-day students were enrolled four more days and were absent one less day than half-day students.

The number of days enrolled varies by length of program day. On average, full-day students were enrolled for 150.3 days and half-day students were enrolled an average of 146.1 days. Full-day pre-K students (n=2,635) were absent an average of 10.1 days and half-day students (n=785) were absent an average of 11.3 days. The average attendance rate for full-day students was 93.3, and the average rate for half-day students was 92.2. These average attendance rates are below the AISD elementary rate of 95.7.

What was the level of teaching experience of pre-K teachers?

There were 178 pre-K teachers in 2000-01. The average years of teaching experience for pre-K teachers in AISD was 6.9 years (down from 7.7 in 1999-2000). The majority of the pre-K teachers (59%) have five years or less teaching experience. The percentage of teachers at each AISD teaching experience level is as follows:

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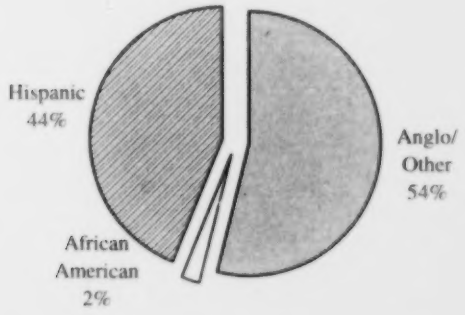
- 0-5 years – 59%;
- 6-10 years – 17%;
- 11-20 years – 17%; and
- Over 20 years – 7%.

In 2000-01, 95% of the pre-K teachers were female and 54% were Anglo/Other. AISD pre-K teacher ethnicity for 2000-01 is shown in Figure 2.

Figure 2: Ethnicity of AISD Pre-K Teachers, 2000-01

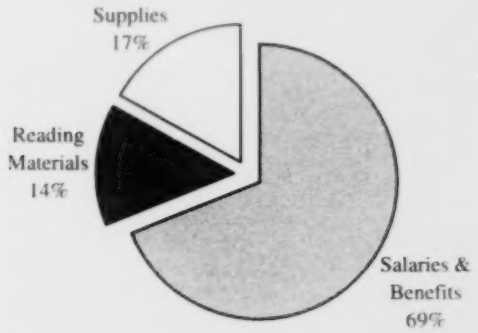


Source: AISD professional personnel files

How much does the full-day pre-K program cost?

The State of Texas Foundation School Program provides the funding for half-day pre-K. The district must pay for the additional half day of instruction for the full-day pre-K classes. AISD received the Cycle 4 Prekindergarten Expansion Grant in 2000-01 to fund the full-day pre-K program in AISD. The grant amount of $4,124,131 was used for pre-K teacher salaries, reading materials, and supplies for the full-day programs. As shown in Figure 3, the largest amount of money went to salaries and benefits (69%) followed by supplies (17%) and reading materials (14%). This year's grant was slightly less than the 1999-2000 grant of $4,619,131.

Figure 3: Prekindergarten Expansion Grant Allocations, 2000-01



Source: AISD Finance Records

In addition to the *Prekindergarten Expansion Grant* funds, AISD received two other pre-K grants from the State of Texas. The Cycle 2 Facilities Improvement Grant provided $848,839 for purchasing reading materials and supplies for pre-K programs. The Cycle 2 Planning Grant for $166,012 was used for purchasing training materials and paying substitutes for teachers who attended the training.

Title I funds also supported the pre-K program during 2000-01. Approximately $100,000 of Title I funds was used to partially fund salaries for the pre-K support staff (early childhood language arts staff and evaluation staff). In summary, state and federal grant funds supported the AISD pre-K program with over $5 million in 2000-01.

Program Effectiveness

How effective was the pre-K program in 2000-01?

The importance of vocabulary knowledge has long been recognized in the development of reading skills, according to a report by the National Institute of Child Health and Human Development (1999). The report adds, "Vocabulary is crucially important in oral reading instruction. The larger the reader's vocabulary (either oral or print), the easier it is to make sense of the text." For this reason, the main assessment tool used to evaluate the AISD pre-K program is one that measures growth in receptive (hearing) vocabulary as the foundation for later reading skills.

Program effectiveness for pre-K was determined by gains from pretest to posttest on the English language *Peabody Picture Vocabulary Test-III* (PPVT-III) and the Spanish language *Test de Vocabulario en Imágenes Peabody* (TVIP). The PPVT-III and TVIP measure knowledge of receptive vocabulary in English and in Spanish, respectively. Standard test scores are based on national age norms, with a mean of 100 and a standard deviation of 15 for both tests. For a student to maintain his or her standing relative to the national average, the gain score would be zero. Any gain greater than zero indicates that the student's performance improved compared to the national average.

The PPVT-III and TVIP are achievement tests of the level of a person's vocabulary acquisition. However, the tests can only be used as a screening test of verbal ability when tested in the examinee's home language. Spanish LEP students are tested in English (in addition to Spanish) to measure growth in English language acquisition that is part of the ESL component of pre-K.

The PPVT-III and TVIP were administered to a random sample of students in all AISD pre-K classes in fall 2000 and spring 2001. The ethnicity and gender of the students tested closely matched the overall AISD pre-K population. All students in the sample were tested in English (PPVT-III); Spanish LEP students were also tested in Spanish (TVIP).

In this evaluation, results on the PPVT-III and TVIP for all students tested were compared with previous years' test results. Additional comparisons of test results on the PPVT-III and TVIP were made based on language and length of day. Also included in the report are discussions about the effects of changes in the length of instructional day on gains and about readiness for kindergarten. The major questions addressed in this evaluation include the following:

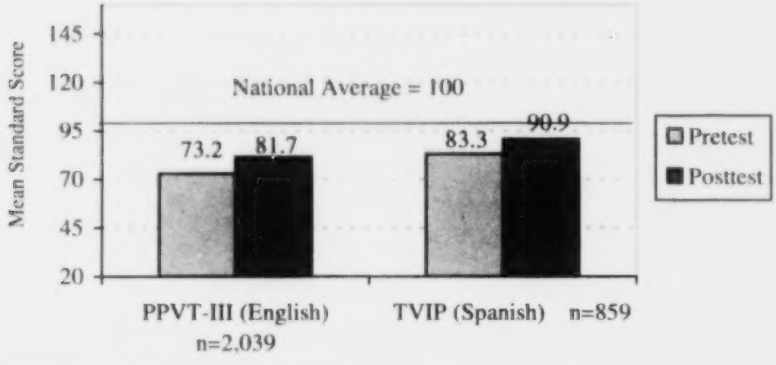
- How are AISD English-speaking, ESL, and LEP pre-K students improving in receptive vocabulary during the pre-K year?
- Is there a difference in vocabulary improvement between full-day and half-day pre-K students?
- Is effective professional development being offered for teachers of pre-K students?

What were the gains for all students tested?

In fall 2000, 2,315 pre-K students were pretested on the PPVT-III. Although every effort was made to posttest all students who had a valid pretest score, 222 fewer students were posttested due to withdrawals, illnesses, and relocations of eligible students. A total of 2,093 (59% of all) pre-K students had valid pre- and posttest scores on the PPVT-III.

In addition, 859 (60% of all) Spanish LEP pre-K students had valid pretest and posttest scores on the TVIP. For all students tested, the average gain was 8.6 standard score points on the PPVT-III and 7.6 points on the TVIP. Test results for LEP students are included in both the English and Spanish pre- and posttest results. Figure 4 shows the average pre- and posttest scores on the PPVT-III and the TVIP for all students tested in 2000-01.

Figure 4: PPVT-III and TVIP Mean Standard Scores for All Pre-K Students Tested, 2000-01

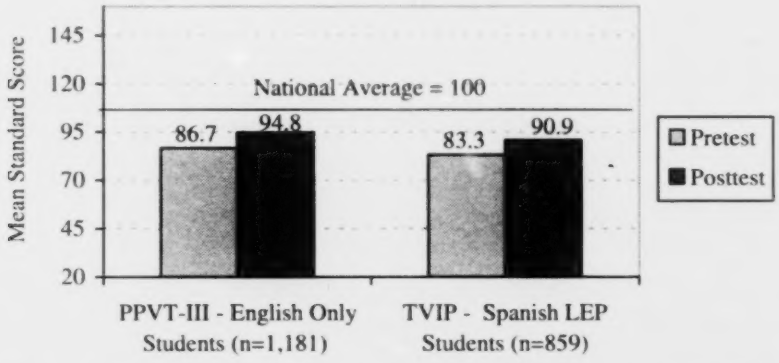


Source: AISD Office of Program Evaluation PPVT and TVIP Records, 2000-01

Were there any differences in gains for students when tested in their native language?

To measure progress for students in their native language, the gains made by English-only students on the PPVT-III were compared with the average gains made by Spanish language students on the TVIP. As shown in Figure 5, when tested in their native language, Spanish LEP students showed an average gain from pre- to posttest of 7.6 standard score points on the TVIP and English-only students showed a gain of 8.1 points on the PPVT-III.

Figure 5: Comparisons of the Average Pretest and Posttest Standard Scores for AISD Pre-K Students When Tested in Their Native Language, 2000-01

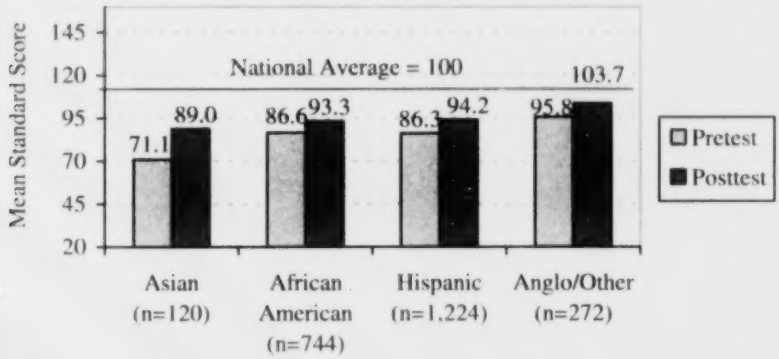


Source: AISD Office of Program Evaluation PPVT and TVIP Records, 2000-01

Were there any differences in gains for students in different demographic groups?

Pre-K students from varied demographic groups were tested with the PPVT-III. African American and Hispanic students had similar pretest and posttest scores. The largest gains from pre – to posttest scores were found for Asian students. While Asian students had the lowest starting point on the PPVT-III, they made the greatest gain (17.9 standard score points) of all demographic groups. The average posttest score for the Anglo/Other group was above the national average score of 100 for the PPVT-III. Figure 6 shows the average pretest and posttest scores on the PPVT-III by demographic group.

Figure 6: Average Pretest and Posttest PPVT-III Scores by Demographic Group



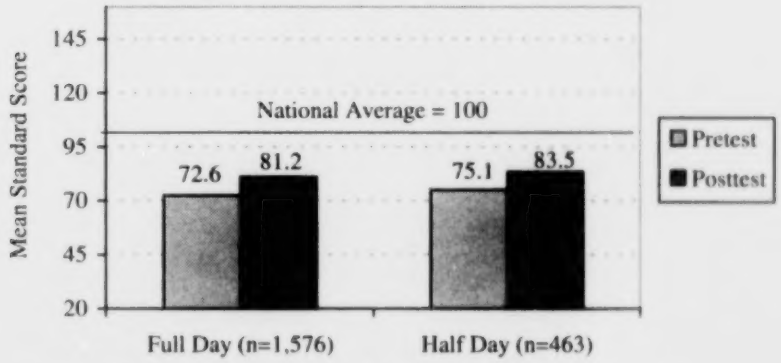
Were there any differences in gains for students in full-day and half-day programs?

With the additional funding provided by the Prekindergarten Expansion Grant, more pre-K programs were full day in 2000-01 than in 1999-2000. Seventy-six percent of all AISD pre-K students were enrolled in full-day programs in 2000-01 compared with 71% in 1999-2000. As more students are receiving instruction through full-day

programs, it is important to know if that extra half day of instruction is helping improve language acquisition for the four-year-olds who participate.

While half-day pre-K students began and ended the 2000-01 year with a higher average PPVT-III score, the average gain on the English language PPVT-III for full-day students (8.6 standard score points) was similar to the average gain for half-day students (8.4 points). Figure 7 shows a comparison of PPVT-III pretest and posttest scores for all students tested by length of day.

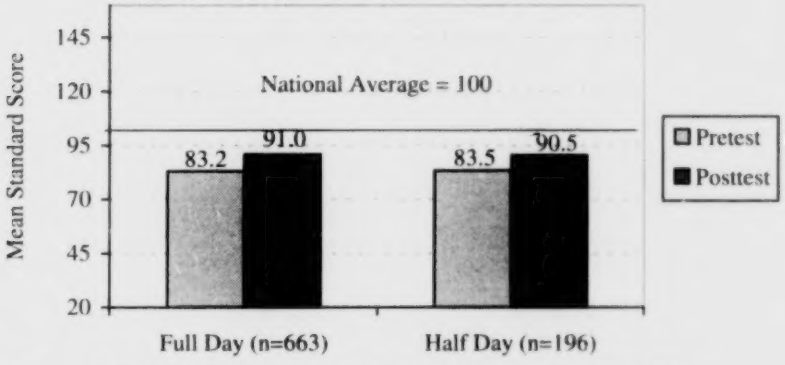
Figure 7: Average Pretest and Posttest PPVT-III Standard Scores for All AISD Pre-K Students Tested by Length of Day, 2000-01



Source: AISD Office of Program Evaluation PPVT Records, 2000-01

Spanish LEP full-day students showed a mean gain (7.8 standard score points) significantly higher than the gain for half-day students (7.0 points). This is the second year in a row that the average gain on the TVIP for full-day Spanish LEP students has been statistically significant than for half-day students. Figure 8 shows the average pretest and posttest scores for full-day and half-day Spanish LEP students in 2000-01.

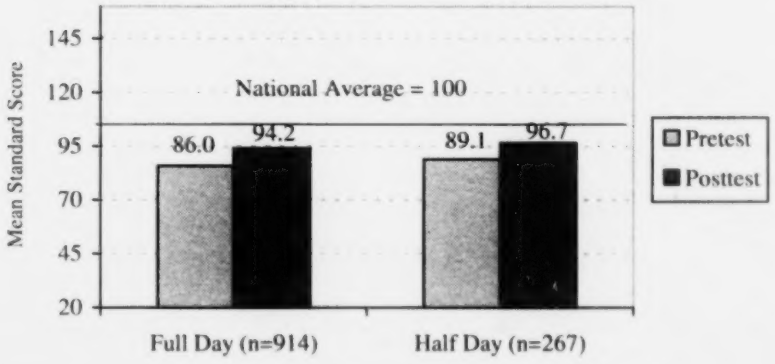
Figure 8: Average Pretest and Posttest TVIP Standard Scores for Spanish LEP Students by Length of Day, 2000-01



Source: AISD Office of Program Evaluation TVIP Records, 2000-01

In 1999-2000, the difference in mean gain on the PPVT-III for full-day English-only students was significantly higher than the mean gain for half-day English-only students. However, this was not the case in 2000-01. The average gain for full-day students (8.2 standard score points) was not statistically different than the gain for English-only students (7.6 points). The half-day students began and ended the year with higher pre- and posttest scores than full-day English-only students. Figure 9 shows the average pretest and posttest scores for English-only students on the PPVT-III.

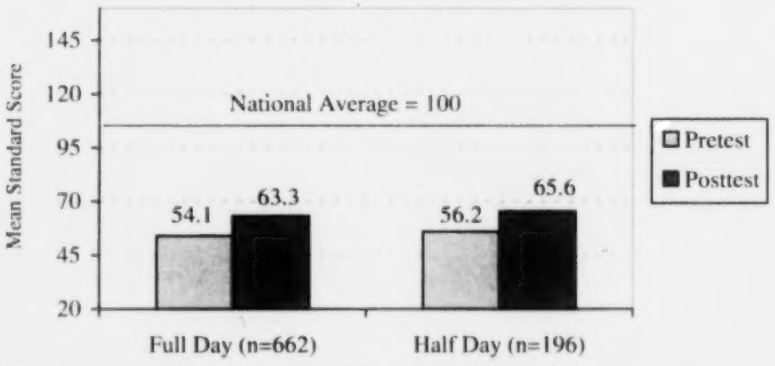
Figure 9: Average Pretest and Posttest PPVT-III Standard Scores for AISD English-only Students by Length of Day, 2000-01



Source: AISD Office of Program Evaluation TVIP Records, 2000-01

Because English is the second language for Spanish LEP students, their average pre- and posttest averages on the PPVT-III are very low. Full-day Spanish LEP students began the year with a lower average PPVT-III pretest (54.1 standard score points) than half-day Spanish LEP students (56.2 points). The average gain on the PPVT-III for half-day Spanish LEP students was 9.4 points and the average gain for full-day Spanish LEP students was 9.2 points. Figure 10 shows the average pre- and posttest scores on the PPVT-III for Spanish LEP students in 2000-01.

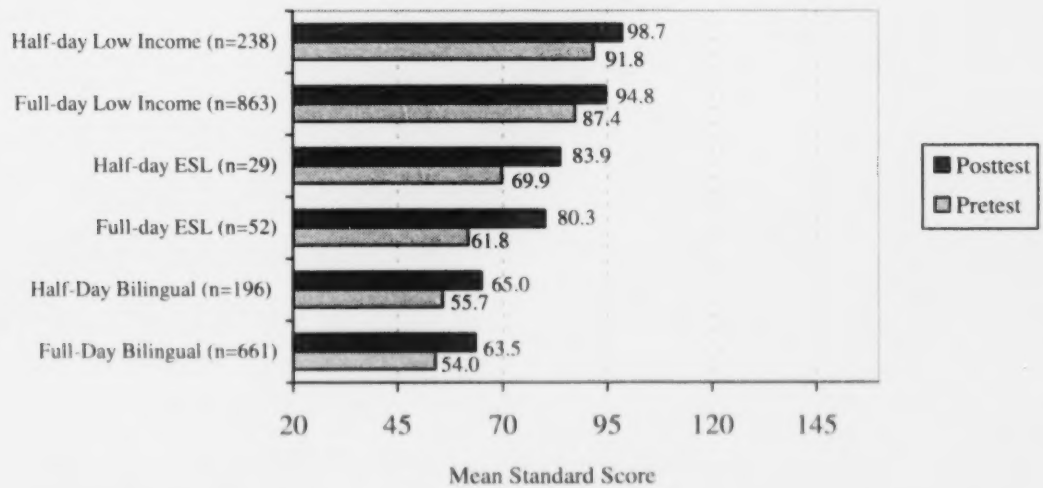
Figure 10: Average PPVT-III Standard Scores for AISD Spanish LEP Pre-K Students by Length of Day, 2000-01



Source: AISD Office of Program Evaluation TVIP Records, 2000-01

A comparison of average gains by program type (i.e., half-day and full-day, low income, ESL, and bilingual) indicates that the group with the smallest number of students served in 2000-01 showed the most improvement from pretest to posttest. The full-day ESL students had an average gain of 18.5 standard score points and the half-day ESL program had an average gain of 14.0 points. (The full-day ESL gain was not significantly higher than the half-day ESL gain.) Figure 11 shows a comparison of PPVT-III pretests and posttests by program type and length of day.

Figure 11: Comparison of PPVT-III Pretest and Posttest Standard Scores for All AISD Pre-K Students Tested, by Program Type, 2000-01

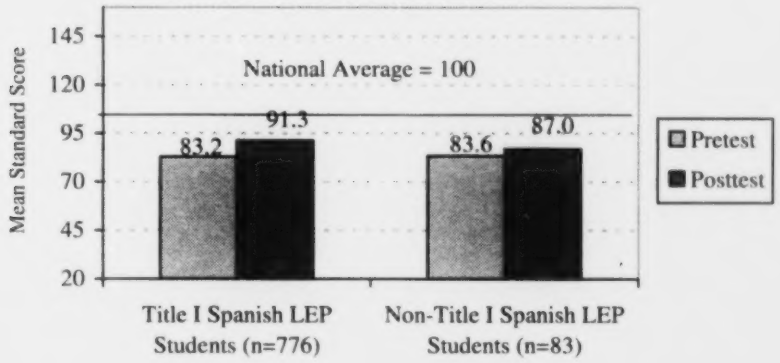


Source: AISD Office of Program Evaluation PPVT and TVIP Records, 2000-01

Were there any differences in gains for students at Title I and non-Title I schools?

Seventy-one percent (n=41) of the schools that offer pre-K are designated Title I schools. Average gains on the PPVT-III were similar for students at Title I (8.6 standard score points) and non-Title I (8.7 points) schools. Both groups of students started at about the same average pretest score on the TVIP. However, Spanish LEP students at Title I schools had a significantly higher average gain (8.1 points) than Spanish LEP students at non-Title I schools (3.4 points). Figure 12 shows the average pre- and posttest scores for Spanish LEP students at Title I and non-Title I campuses.

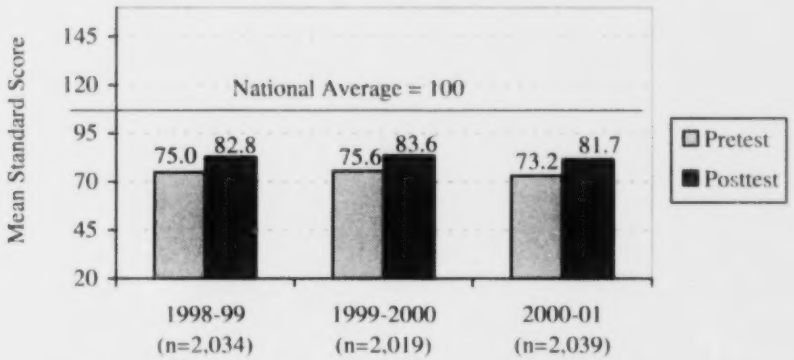
Figure 12: Average Pretest and Posttest Scores on the TVIP for Title I and Non-Title I Schools, 2000-01



Do the 2000-01 test results look different than previous years' results?

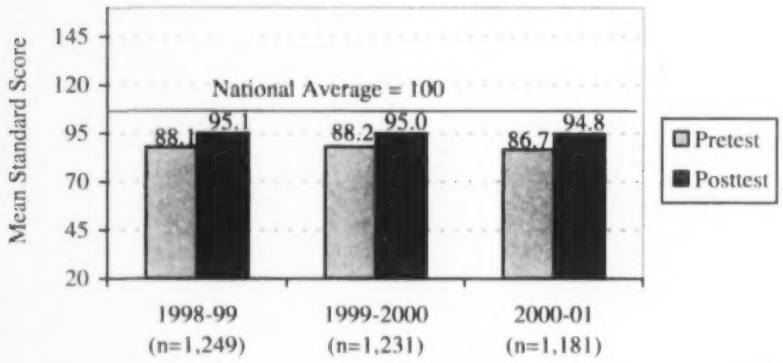
While the mean gains have increased slightly each of the last three years (7.8, 8.0, and 8.5 standard score points, respectively), the average pretest score on the PPVT-III for 2000-01 was 2.4 standard score points below the 1999-2000 average pretest score. The question that this might raise is, "Are AISD students coming to school with lower language acquisition levels than in years past?" Although the district currently has more Spanish-dominant students than in previous years, it was the students who were tested in English-only that showed the most difference in average PPVT-III pretest scores (from 88.2 standard score points in 1999-2000 to 86.7 points in 2000-01). These scores will be monitored for future evidence of a trend. Figure 13 shows the longitudinal data for all students on the PPVT-III, 1998-99 through 2000-01. Figure 14 shows the longitudinal data for English-only students on the PPVT-III, 1998-99 through 2000-01.

Figure 13: Average Pre- and Posttest Scores for All AISD Pre-K Students Tested on the PPVT-III, 1998-99 through 2000-01



Source: AISD Office of Program Evaluation PPVT Records, 1998-99 through 2000-01

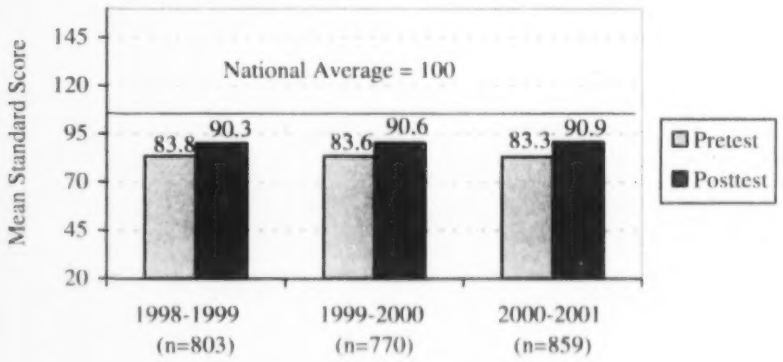
Figure 14: Average Pre- and Posttest Scores for AISD Pre-K English-only Students Tested on PPVT-III, 1998-99 through 2000-01



Source: AISD Office of Program Evaluation PPVT Records, 1998-99 through 2000-01

The 2000-01 results for Spanish LEP students on the TVIP indicate that students entered the program at a slightly lower pretest score than the past two years, but the posttest score was slightly higher than the previous two years. The average gains have increased slightly each of the last three years (6.5, 7.0, and 7.6 standard score points, respectively) while the average pretest has remained fairly constant. Figure 15 shows the longitudinal data for Spanish LEP students on the TVIP, 1998-99 through 2000-01.

Figure 15: Average Pre- and Posttest Scores for AISD Pre-K Spanish LEP Students Tested on the TVIP, 1998-99 through 2000-01



Source: AISD Office of Program Evaluation TVIP Records, 2000-01

How many students scored in the average range on the PPVT-III and TVIP?

It is important to know how prepared the pre-K students will be when they start kindergarten. Although 100 is the national average score, there is an average range (low average to high average) for both the PPVT-III and the TVIP of 85-115 standard score points, which is one standard deviation above and below the mean. The *minimum* goal

should be to advance all students to the average range or above measured by the PPVT-III or by the TVIP during pre-K to accelerate future learning in kindergarten.

Each posttest score was examined to determine if it was at or above this range for all students taking the PPVT-III, Spanish LEP students taking the TVIP, Spanish LEP students taking the PPVT-III, and English-only students only on the PPVT-III. Analysis of these data reveals the following information:

- 56% (n=1,138) of all students taking the PPVT-III scored in the average range or above at the posttest. (This includes the Spanish LEP students.);
- 66% (n=565) of all Spanish LEP students scored in the average range or above at the posttest on the TVIP;
- 84% of English-only students scored in the average range or above at the posttest on the PPVT-III;
- 76% (n=1,553) of all students scored in the average range or above at the posttest when tested in their native language;
- 15% (n=132) of Spanish LEP students scored in the average range or above at the posttest on the PPVT-III; and
- 9% (n=80) of Spanish LEP students scored in the average range or above at the posttest on both the PPVT-III and the TVIP.

In addition, 36% (n= 421) of all English-only students taking the PPVT-III had a standard score of 100 or higher, and 35% (n= 302) of all Spanish LEP students tested on the TVIP had a standard score of 100 or higher on the posttest.

Did changes to length of year and length of day make a difference for those schools that made changes?

Three schools (Barrington, Winn, and Wooldridge) with pre-K changed from the year-round calendar to the regular calendar in 2000-01. Average gains on the PPVT-III increased from 1999-2000 to 2000-01 at Barrington and Wooldridge, while average gains on the TVIP increased at Barrington and Winn. Although average gains were different this year from last year, the 2000-01 average posttest scores were similar to 1999-2000.

Average gains on the PPVT-III and TVIP for the 11 schools that changed from half-day to full-day programs in January were reviewed. Four of the schools, Cunningham, Maplewood, Summitt, and Zilker, showed improvement in average gains from 1999-2000 to 2000-01 on the PPVT-III and had average gains on the TVIP similar to 1999-2000.

One school, Blanton, changed from a full-day to half-day pre-K program for all of the 2000-01 school year. Average gains and average posttest scores declined from 1999-2000 to 2000-01 on both the PPVT-III and the TVIP. It is possible that the shorter instruction day made a difference in this decline in improvement. A follow-up on Blanton's achievement will be made in 2001-02 to see if the school is able to overcome the decline in average gains. See Appendix B for the average pretests, posttests, and gains for all of the schools.

How does the district assess other subjects at the pre-K level?

In 2000-01, AISD transitioned from the use of the PALM (*Primary Assessment of Language Arts and Mathematics*) as the districtwide assessment for pre-K through grade 2 to the TPRI (*Texas Primary Reading Inventory*) that is used with kindergarten through grade 2. In the process, pre-K was left without an official assessment instrument. In addition, there is not formal mathematics assessment for pre-K – grade 2.

Mathematics progress for each pre-K student is reported on the Prekindergarten Report to Parents four times each year. The performance scale used for rating academic progress is as follows: 1-needs improvement, 2-basic understanding, 3-skilled, and 4-advanced. Academic performance is rated for the areas of pre-reading/concepts of print, oral language, writing, listening, mathematics, social studies/science/health, and English as a second language. The *Prekindergarten Curriculum Guidelines* training offered to pre-K teachers elaborates on appropriate academic progress for pre-K students.

In addition, the pre-K student is expected to show growth in the area of personal development. Specific skills include the following:

- Responds to questions appropriately;
- Exhibits appropriate gross motor skills;
- Exhibits appropriate fine motor skills;
- Adjusts to school routine;
- Demonstrates healthy practices;
- Focuses on assigned tasks;
- Works productively in a small group;
- Follows directions;
- Demonstrates self discipline;
- Respects the rights and property of self and others;
- Assumes responsibility for own actions;
- Works and plays cooperatively; and
- Solves problems appropriately.

Specific skills in this area are rated as 1-rarely, 2-occasionally, 3-frequently, and 4-consistently. These skills are reported to parents through the report to parents (every nine weeks) and through parent conferences (twice annually). While these performance ratings were not examined in 2000-01, the academic and social development ratings for students at the AISD Focus Schools (schools that receive additional assistance from district staff because of low TAAS scores) will be examined in 2001-02 to assess growth in academic performance and personal development.

Professional Development

Is effective professional development being offered for teachers of pre-K students?

A Cycle 2 Planning Grant awarded AISD for $166,012 was used for purchasing training materials and paying substitutes for teachers who attended the training. AISD teachers were offered on-going training in language arts and mathematics through the district Professional Development Academy. The focus of the training was the *Prekindergarten Curriculum Guidelines* for pre-K teachers and the TEKS for kindergarten teachers. Although the state paid for substitutes to allow teachers to attend

the training during the school day, the training was voluntary. A total of 819 teachers (duplicated count) attended the language arts, mathematics, social studies, and science training sessions.

The mathematics training for the *Prekindergarten Curriculum Guidelines* was presented by the elementary mathematics team in collaboration with the Charles Dana Center at the University of Texas. Pre-K TEXTEAMS is a TEKS/Standards-based professional development program that emphasizes five content areas of the guidelines: statistics and probability; number and operations; patterns and algebraic thinking; geometry and spatial sense; and measurement.

A sample of teacher evaluation forms from the language arts *Prekindergarten Curriculum Guidelines* training revealed that teachers were positive about the benefits of the training. A total of 126 pre-K teachers (94%) who responded to the survey agreed that the training had a positive impact on their classrooms. One teacher said, "I really enjoyed all the sessions and I got lots of great ideas which I'm implementing in my classroom." Another pre-K teacher said, "Thank you for doing a pre-K specific training series." Pre-K teacher responses to several of the questions pertaining to application and implementation from the Professional Development Academy evaluation sheet are included in Appendix C.

In addition to the *Prekindergarten Curriculum Guidelines*, full-day pre-K teachers received training in the use of the curriculum, *Building Language for Literacy*, which was purchased for use in the additional half day of the full-day program to supplement the state-approved DLM (*Developmental Learning Materials*) pre-K curriculum (purchased by AISD in 1990). *Building Language for Literacy* (BLL), written by early literacy experts, Catherine Snow, Susan Neuman, and Susan Canizares, is a pre-K and kindergarten curriculum that provides an environment of print and nonprint experiences related to language and literacy development. BLL is built around four areas of language and literacy--oral language, phonological awareness, letter/sound knowledge, and print knowledge. The structure of the program centers on "Places" in the community that benefit children and teachers. Phase 1, which is for pre-K, emphasizes home, store, restaurant, firehouse, farm, and aquarium.

Full-day teachers were surveyed about the benefit of the BLL materials and training. Of the 148 full-day pre-K teachers, 52 responded for a response rate of 35%. The majority (54%) of the teachers responded that they use the BLL curriculum 2-3 days per week; 21% used BLL 4-5 days per week; 10% used BLL 1 day per week; and 15% indicated that they did not use the BLL curriculum during 2000-01. Reasons for not using the BLL materials included getting the materials late in the year or never getting the materials.

Of the 38 pre-K teachers who reported using the BLL materials, 84% agreed or strongly agreed that the BLL kit is a useful tool to supplement English vocabulary instruction in the pre-K classroom. There is an informal assessment provided in BLL that can be used at the beginning and end of each unit to measure growth in English vocabulary. Teachers were asked if the majority of their students showed growth in oral language in English after using the BLL curriculum. While 42% of the teachers responded that they did not use the assessment, 11% said that students were greatly

improved and 46% said that students were somewhat improved in oral English language at the end of the unit.

Ninety-four percent of the full-day teachers who responded to the survey attended the *Prekindergarten Curriculum Guidelines* training, 85% attended the BLL training, and 23% of the teachers attended other pre-K specific training during the 2000-01 school year. These additional training sessions included TEXTEAMS math, Phonological Awareness, Literacy Centers, High Scopes, Balanced Literacy, Shared Reading, and FOSS Science training.

The 10 primary education specialists who worked with teachers at the Academics 2000 grant-funded campuses in 2000-01 were surveyed about the BLL materials. All four of the specialists who worked with pre-K teachers during 2000-01 agreed or strongly agreed that the BLL is a useful tool to supplement English vocabulary instruction in the pre-K classroom. Three out of four specialists indicated that the majority of pre-K students they observed were greatly improved in English vocabulary acquisition. One primary education specialist stated, "I'm glad for the full-day program. This gives more children a chance to take advantage of attending pre-K."

Program Improvement

In what areas does the program manager think the pre-K program needs improvement?

According to Jacquie Porter, the elementary specialist who coordinated the pre-K program in 2000-01, having 41 full-day pre-K programs in the district is a strength of the AISD program. By adding three hours of teaching time for pre-K students in the full-day setting, more curricula can be taught, she added. Full-day teachers indicated that some additional activities that took place in the second half of the school day for full-day students included math work jobs, journal writing, literacy centers, read alouds, shared writing and reading, music and dramatic play, small group literacy activities, Science FOSS kits, social studies, and Reading Buddies/DEAR activities.

The pre-K specific professional development that was received in the *Prekindergarten Curriculum Guidelines* (including language arts, mathematics, social studies, and science) is "exactly what is needed" to strengthen the program, according to Ms. Porter. Further, Ms. Porter noted that more experience with the curriculum guidelines and more staff development would improve the quality of instruction in pre-K classrooms. Teacher retention at the pre-K level is improving and is a strength of the program, she added. Staff development, more experienced teachers, and more support (i.e., staff modeling instruction and assisting in the classroom on a weekly basis) are keys to increasing literacy learning for pre-K students. The BLL curriculum that was purchased for full-day pre-K teachers reflects new research that the DLM curriculum did not have. The BLL training, offered every month during the 2001-02 school year by Scholastic, Inc. personnel, will further strengthen the full-day program, according to Ms. Porter.

However, Ms. Porter added that in 2001-02 there will be limited classroom support for pre-K teachers because the primary specialists funded by the Academics 2000 grant will move to grade 3. Campus instructional specialists usually work with the

students who will be taking TAAS. She added that it is important for the district to adopt a math assessment for pre-K because this will be an area of increasing emphasis. With the loss of the PALM assessment for pre-K, there is no districtwide assessment for mathematics at the pre-K level.

Conclusions and Recommendations

The State of Texas has increased support of early childhood learning by funding the *Prekindergarten Expansion Grant* program and staff development on the newly published *Prekindergarten Curriculum Guidelines*. The guidelines emphasis the core subjects of language and early literacy, mathematics, social studies, and science, as well as fine arts, health and safety, personal and social development, physical development, and technology applications.

AISD pre-K teachers responded positively to the *Prekindergarten Curriculum Guidelines* training. Ninety-four percent of the pre-K teachers who responded to the PDA evaluation of the training agreed or strongly agreed that the training had a positive impact on their classrooms. According to Jacquie Porter, the pre-K specific professional development is "exactly what is needed" to strengthen the program.

With 71% of AISD's pre-K programs being full day, it is important to evaluate the results of student testing by full-day and half-day comparisons. *T tests* were performed on average gains for the PPVT-III and TVIP to determine if pre- and posttest differences found were statistically significant. Average gains were found to be slightly higher for full-day students than half-day students in three out of four comparisons (all students on PPVT-III, English-only students on PPVT-III, and Spanish LEP students on TVIP). However, only one of those pre- and posttest comparisons, full-day Spanish LEP students on the TVIP, was statistically significant. The average gains from pretest to posttest on the PPVT-III and the TVIP by language and length of day include the following:

- The average gains for the English language PPVT-III were 8.5 standard score points for all students (n=2,039); 8.1 points for English-only students (n=1,181); and 9.3 points for LEP students (n=858).
- The average gain for all LEP students (n=858) who took the Spanish language TVIP was 7.6 standard score points.
- The average gain for full-day Spanish LEP students (7.8 standard score points) was significantly higher than the gain for half-day Spanish LEP students (7.0 points).
- The average TVIP gain for students at Title I schools (8.1 standard score points) was significantly higher than for non-Title I schools (3.4 points). Forty-six of the 58 schools with pre-K programs were Title I schools.

It is interesting to note that both English-only students and Spanish LEP students began the 2000-01 year with lower average pretest scores on the PPVT-III than in previous years. If four-year-olds starting school in the pre-K program are entering school with lower English language skills (receptive vocabulary), there is even a greater need to accelerate learning for these four-year-olds.

The PPVT-III and TVIP posttest scores were analyzed to determine how many pre-K students were at or above the average range (85-115 standard score points, which is

one standard deviation above and below the mean) or above at the end of pre-K. It is encouraging to find that 76% (n=1,553) of all students scored in the average range or above at the posttest when tested in their native language (84% of English-only students taking the PPVT-III and 66% of all Spanish LEP students taking the TVIP).

Many changes in length of day and length of year occurred in pre-K this year.

- The change from year-round to regular-calendar day for Barrington, Winn, and Wooldridge was not associated with negative effect on average gains from 1999-2000 to 2000-01. In fact, average gains increased on the PPVT-III at Barrington and Wooldridge, while average gains on the TVIP increased at Barrington and Winn. Although average gains were different this year from last year, the 2000-01 average posttest scores were similar to 1999-2000.
- Cunningham, Maplewood, Summitt, and Zilker, schools that changed from half-day to full-day programs in January 2001, showed improvement in average gains from 1999-2000 to 2000-01 on the PPVT-III and had average gains on the TVIP similar to those in 1999-2000.
- One school, Blanton, changed from a full-day to half-day pre-K program for all of the 2000-01 school year. Average gains and average posttest scores declined from 1999-2000 to 2000-01 on both the PPVT-III and the TVIP. It is possible that the shorter instructional day made a difference in this decline in improvement.

In 2001-02, the PPVT-III and TVIP will continue to be administered to pre-K students to measure growth in receptive vocabulary. In addition, the early childhood coordinator and the mathematics specialists are working to develop a mathematics assessment to use with pre-K students to measure growth in mathematics development. The program evaluation for the 2001-02 AISD Cycle 5 *Prekindergarten Expansion Grant* includes the following:

- Collaborate with the AISD early childhood education curriculum staff to evaluate the effectiveness of pre-K initiatives funded by federal and state grants.
- Monitor gains on the PPVT-III and TVIP for full-day and half-day programs
- Follow-up on Blanton's PPVT-III and TVIP results in 2001-02 to see if the school is able to overcome the decline in average gains.
- Monitor average PPVT-III and TVIP pretest scores to see if a trend of lower average scores continues in 2001-02.
- Review academic performance on the Prekindergarten Report to Parents at the AISD Focus Schools (schools that receive additional assistance from district staff because of low TAAS scores) to assess growth in academic performance and personal development.
- Review benchmark results of pre- and posttest mathematics assessment to measure growth in mathematics development of pre-K students in AISD.
- Investigate the effects of professional development on student learning in full-day pre-K programs for the *Prekindergarten Expansion Grant* from the state.

- Monitor 2002 TAAS grade 3 scores for students who attended pre-K and a control group of students who did not attend pre-K to look at the relative benefit of the AISD pre-K program.

APPENDICES

Appendix A: 2000-01 AISD Pre-K Programs

School	Number of Students Served	Half-Day Pre-K	Full-Day Pre-K	Title I Elementary School	Pre-K Expansion Grant Funding
Allan	67		x	x	x
Allison	51		x	x	x
Andrews	84		x	x	x
Barrington	89		x	x	x
Becker	33		x	x	x
Blackshear	45		x	x	x
Blanton	73	x		x	
Boone	21	x			
Brentwood	25		x		x
Brooke	28		x	x	x
Brown	81		x	x	x
Campbell	69		x	x	x
Casey	32		x		x
Casis	7	x			
Cook	72	x		x	
Cunningham	28		x		x
Dawson	53		x	x	x
Galindo	106		x	x	x
Govalle	60		x	x	x
Graham	39	x		x	
Harris	137		x	x	x
Hart	56	x		x	
Houston	97		x	x	x
Jordan	93		x	x	x
Joslin	32	x		x	
Kocurek	56	x			
Langford	106		x	x	x
Linder	74		x	x	x
Maplewood	12		x	x	x
Mathews	27	x		x	
McBee	54	x		x	
Metz	84		x	x	x
Norman	100		x	x	x
Oak Hill	20		x		x
Oak Springs	46		x	x	x
Odom	53	x		x	

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School	Number of Students Served	Half-Day Pre-K	Full-Day Pre-K	Title I Elementary School	Pre-K Expansion Grant Funding
Ortega	42		x	x	x
Palm	55	x		x	
Pecan Springs	89		x	x	x
Pillow	41	x			
Pleasant Hill	35	x		x	
Reilly	28		x	x	x
Ridgetop	34		x	x	x
Rodriguez	72	x		x	
St. Elmo	57	x		x	
Sanchez	62		x	x	x
Sims	42		x	x	x
Summitt	41		x		x
Sunset Valley	63		x		x
Travis Heights	31		x	x	x
Walnut Creek	136		x	x	x
Widen	104		x	x	x
Williams	42	x			
Winn	83		x	x	x
Wooldridge	105		x	x	x
Wooten	89		x	x	x
Zavala	52		x	x	x
Zilker	28		x		x
Total	3,441	17	41	46	41

Schools without pre-K programs in 2000-01 were Baranoff, Barton Hills, Bryker Woods, Cowan, Davis, Doss, Gullett, Highland Park, Hill, Kiker, Lee, Menchaca, Mills, Patton, and Pease.

Source: AISD Office of Program Evaluation Pre-K Student Files

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Appendix B: Average PPVT-III and TVIP Pretest, Posttest, and Gain Scores by AISD School, 2000-01

School	Average Pretest PPVT-III	Average Posttest PPVT-III	Average Gain PPVT-III	Average Pretest TVIP	Average Posttest TVIP	Average Gain TVIP
Allan	70.6	90.4	19.8	83.1	81.4	-1.8
Allison	69.6	77.7	8.1	86.1	96.6	10.5
Andrews	80.1	89.4	9.3	77.5	85.3	7.8
Barrington	70.3	80.0	9.6	79.9	98	18.1
Becker	82.7	90.0	7.4	88.0	95.4	7.4
Blackshear	71.3	77.6	6.3	85.4	93.2	7.8
Blanton	57.9	65.3	7.3	80.2	87.9	7.7
Boone	86.1	94.9	8.9	97.3	106.8	9.5
Brentwood	74.6	75.9	1.4	74.1	80.9	6.8
Brooke	71.3	86.8	15.6	85.9	102.5	16.6
Brown	64.8	62.4	-2.4	87.1	86.9	-0.2
Campbell	74.2	85.3	11.1	77.3	87.2	9.9
Casey	93.0	98.2	5.2	81.8	71.8	-10.0
Casis	104.8	107.6	2.8	-	-	-
Cook	66.2	75.2	9.0	90.3	94.1	3.9
Cunningham	85.7	99.4	13.7	74.5	82.8	8.3
Dawson	77.2	82.5	5.3	80.1	86.8	6.7
Galindo	64.0	70.8	6.8	83.3	96.7	13.4
Govalle	83.1	92.9	9.8	74.5	84.1	9.6
Graham	66.5	85.9	19.4	86.0	82.4	-3.6
Harris	66.1	74.1	8.0	82.7	89.6	7.0
Hart	77.9	84.4	6.5	86.1	93.0	6.9
Houston	63.0	70.4	7.4	86.1	93.9	7.9
Jordan	77.7	83.6	5.9	82.8	89.9	7.1
Joslin	75.0	75.4	0.4	81.1	87.4	6.3
Kocurek	84.5	93.9	9.5	87.3	82.3	-5.0
Langford	73.8	82.6	8.8	81.7	89.7	8.0
Linder	65.5	75.0	9.5	86.8	90.4	3.6
Maplewood	74.4	89.8	15.4	89.7	84.0	-5.7
Mathews	72.1	87.7	15.6	88.5	88.5	0
McBee	71.7	77.9	6.2	79.7	96.7	17.0
Metz	71.3	82.7	11.4	81.2	94.7	13.5
Norman	72.4	78.2	5.8	80.4	97.9	17.5
Oak Hill	89.7	99.7	10.0	69.5	88.0	18.5
Oak Springs	75.2	84.9	9.7	76.1	79.6	3.4
Odom	81.4	94.0	12.6	78.0	84.7	6.7
Ortega	75.9	90.0	14.1	71.3	78.9	7.6

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School	Average Pretest PPVT-III	Average Posttest PPVT-III	Average Gain PPVT-III	Average Pretest TVIP	Average Posttest TVIP	Average Gain TVIP
Palm	79.7	88.3	8.6	82.4	88.4	5.9
Pecan Springs	86.9	94.8	7.9	74.4	84.1	9.7
Pillow	82.6	89.1	6.5	86.5	84.5	-2.0
Pleasant Hill	82.5	92.0	9.5	80.0	99.2	19.2
Reilly	72.9	80.3	7.4	77.3	108.3	31.1
Ridgetop	71.2	75.8	4.6	90.0	102.5	12.5
Rodriguez	68.4	75.4	7.0	87.2	96.8	9.6
St. Elmo	77.0	85.8	8.8	79.8	86.8	6.9
Sanchez	72.5	76.3	3.8	88.8	99.7	10.9
Sims	78.9	90.8	12.0	79.8	82.9	3.1
Summitt	82.8	94.8	12.0	77.8	69.8	-8.0
Sunset Valley	66.9	77.7	10.8	87.5	93.5	5.9
Travis Hts.	88.1	93.1	5.0	82.0	102.0	20.0
Walnut Creek	64.2	75.0	10.6	83.7	93.9	10.2
Widen	74.3	77.8	3.5	83.3	91.1	7.8
Williams	83.8	89.4	5.6	80.3	86.2	5.8
Winn	77.4	87.1	9.7	78.3	81.5	3.1
Wooldridge	66.1	73.9	7.7	85.8	88.6	2.8
Wooten	62.8	71.6	8.8	87.0	92.0	5.0
Zavala	75.8	89.1	13.3	82.6	99.3	16.7
Zilker	68.7	78.6	10.0	86.4	86.8	0.4
Total	73.2	81.7	8.6	83.3	90.9	7.6

Source: AISD Office of Program Evaluation Pre-K Student Files

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Appendix C: AISD Pre-K Teacher Response to the Evaluation of the Prekindergarten Curriculum Guidelines Training in 2000-01

Question	% Agreed or Strongly Agreed	Average Scale Score Value*
1. This training is applicable to my work. (n=134)	97.0	3.76
2. The length of this session was sufficient to cover the coursework. (n=132)	95.5	3.67
3. I would like follow-up training to support my new skills. (n=129)	93.0	3.57
4. I have begun to implement this training into my classroom. (n=131)	93.9	3.57
5. My teaching skills improved because of this training. (n=129)	91.5	3.61
6. This training has had a positive impact on my classroom. (n=130)	93.8	3.61
7. I would like ongoing training to support my new skills. (n=128)	93.0	3.53

Note: Scale is as follows: 1=Strongly Disagree; 2=Disagree; 3=Agree; 4=Strongly Agree

* Any value of 3.0 and above indicates agreement with the statement.

Source: AISD Office of Program Evaluation Pre-K Teacher Surveys, 2000-01

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